

# HRODC Postgraduate Training Institute



**#045**

**Comprehensive Project Management**

**Course or Seminar**

**Leading To:**

**DIPLOMA - POSTGRADUATE IN  
Comprehensive Project Management  
(Quad Credit)**


**Accumulating to**

**POSTGRADUATE DIPLOMA**

**Progressing To A Masters Degree –**

**MBA – MSc – MA**



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<p><b>HRODC Postgraduate Training Institute</b></p>		

<p><b>Comprehensive Project Management</b></p> <p><b>Course or Seminar</b></p> <p><b>Leading To:</b></p> <p><b>DIPLOMA - POSTGRADUATE IN</b></p> <p><b>Comprehensive Project Management</b></p> <p><b>(Quad Credit)</b></p> <p><b>Accumulating to</b></p> <p><b>POSTGRADUATE DIPLOMA</b></p> <p><b>Progressing To A Masters Degree –</b></p> <p><b>MBA – MSc – MA</b></p>
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## HRODC Postgraduate Training Institute - UKRLP Registration



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### Course Co-ordinator:

**Prof. Dr. R. B. Crawford – Director HRODC Postgraduate Training Institute**

- PhD (University of London);
- MEd. M. (University of Bath);
- Adv. Dip. Ed. (University of Bristol);
- PGCIS (Thames Valley University);
- ITC (UWI);
- Member of the Standing Council of Organisational Symbolism (MSCOS);
- Member of the Asian Academy of Management (MAAM);
- Member of the International Society of Gesture Studies (MISGS);
- Member of the Academy of Management (MAOM);
- LESAN;
- Professor, HRODC Postgraduate Training Institute;
- Visiting Professor, Polytechnic University of the Philippines (PUP).

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UKLP Registration No: 10019585  
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Postgraduate Full-Time and Short Courses  
London, UK & International Locations

## For Whom This Course is Designed

### This Course is Designed For:

- Project Managers;
- Project Team Leaders;
- Programme Managers;
- Functional Managers;
- Team Members;
- Directors;
- Cost Accountant;
- Project Commissioners;
- Project Evaluators;
- Value Engineers;
- Value Analysts;
- Civil Engineers;
- Project Monitoring Personnel;
- Productivity Specialists;
- Performance Measurement Specialists;
- Individuals with a genuine interest in Issues associated with Project Management.

**Duration: 20 Days**

#### Cost:

- **£16,000.00 Per Delegate for UK Delivery**
- **£20,000.00 Per Delegate for Delivery outside the UK**

#### Please Note:

- V.A.T. (Government Tax) does not apply to Corporate Sponsored Individuals, taking Programmes or Courses in any location - within or outside the UK.
- It applies only to Individuals and Corporations based in the UK and to Non-UK Individual Residents taking courses in the UK.

**Cost includes:**

- Free Continuous snacks throughout the Event Days;
- Free Hot Lunch on Event Days;
- Free City Tour;
- Free Stationery;
- Free On-site Internet Access;
- Diploma – Postgraduate – in **Comprehensive Project Management**; or
- Certificate of Attendance and Participation – if unsuccessful on resit.

**HRODC Postgraduate Training Institute's Complimentary Products include:**

1. HRODC Postgraduate Training Institute's **Leather Conference Folder**;
2. HRODC Postgraduate Training Institute's **Leather Conference Ring Binder/ Writing Pad**;
3. HRODC Postgraduate Training Institute's **Key Ring/ Chain**;
4. HRODC Postgraduate Training Institute's **Leather Conference (Computer – Phone) Bag** – Black or Brown;
5. HRODC Postgraduate Training Institute's **8GB USB Flash Memory Drive**, with Course Material;
6. HRODC Postgraduate Training Institute's **Metal Pen**;
7. HRODC Postgraduate Training Institute's **Polo Shirt**.

**\*\*Please see product images, as a separate file - Complimentary Products For Students and Delegates, from HRODC Postgraduate Training Institute.\*\***

**Daily Schedule: 9:30 to 4:30 pm.**

**Location: Central London and International Locations**

**Schedule - Part 1:**

**[http://hrodc.com/HRODC Seminar Schedule 06-07.International Seminar Schedule UK Seminars.htm](http://hrodc.com/HRODC_Seminar_Schedule_06-07.International_Seminar_Schedule_UK_Seminars.htm)**

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## **Comprehensive Project Management Leading to Diploma-Postgraduate in Comprehensive Project Management (Quad Credit)**

### **Module 1 The Individual in a Dynamic Environment**

### **Course Objectives**

By the conclusion of the specified learning and development activities, delegates will be able to:

- Develop an awareness for their own strengths and weaknesses;
- Develop a strategy for maintaining their strengths while developing their weak areas;
- Determine factors within their work environments that are stressors;
- Manage their workload in such a way that they reduce the negative effects of their associated stressor;
- Manage their time effectively, contributing to individual success and organisational improvement;
- Put forward their points without generating negative reaction from others;
- Manage their interaction with colleagues and managers, in such a way that they get their desired results.

## Course Contents, Concepts and Issues

- Individual Strengths and Weaknesses Analysis;
- Work Pressure as a ‘Stressor’;
- Dealing With Work Pressure;
- Time Management and ‘Accounting Throughput’;
- Pragmatic Assertiveness: Improving Your Ability To Question and Challenge.

## Module 2 Organisational Analysis: An Internal View

## Course Objectives

By the conclusion of the specified learning and development activities, delegates will be able to:

- Demonstrate an understanding of the organisation, as an entity, as opposed to other groups;
- Demonstrate an understanding of the different levels and types of organisations and objectives;
- Formulate project objectives;
- Demonstrate an understanding of the meaning of collegiality within a project management and general organisational setting;
- Demonstrate an understanding of an organisation or its subsystem’s need to meet the expectations of the external environment;
- Demonstrate an awareness of the consequences of failure to meet the organisations external accountability;
- Demonstrate an understanding of the importance of delegation;
- Demonstrate the competence in managing the delegation process effectively.



## Course Contents, Concepts and Issues

- Definition of Organisation;
- Organisational Objectives;
- The Collegium;
- Organisational Tasks;
- Division Of Work/Labour;
- Delegation of Role, Task, Power, Authority in a project management and general organisational setting;
- Responsibility for task performance in an organisation-wide context and project setting;
- Organisational Accountability: internal and External;
- Internal accountability: Worker accountability to team managers and project leaders;
- Authority;
- Two facets of authority;
- The second facet of authority;
- Traditional authority;
- Legitimate authority;
- Professional authority;
- Power.



### Module 3 Organisational Analysis: A Strategic View

#### Course Objectives

By the conclusion of the specified learning and development activities, delegates will be able to:

- View external accountability as the expectations of the organisation by different agencies;
- Demonstrate their understanding of the requirement of different external agents;
- Assess the consequence to the organisation of its failure to meet the requirements of particular agencies;
- Determine the ways in which an organisation might meet its varying accountability requirements.

#### Course Contents, Concepts and Issues

- External Organisational accountability;
- Accountability to owners/sponsors;
- Accountability to clients/users/customers;
- Accountability to Creditors;
- Accountability to Sector or Industry;
- Accountability to the State – Government, generally; Regulatory Authorities (eg. Office of Fair Trading, Competition Commission, Trading Standards, Sector Regulators, City Regulators).

## Module 4 Internal and External Organisational Analysis: A Strategic View

### Course Objectives

By the conclusion of the specified learning and development activities, delegates will be able to:

- Assess the organisation's strengths and weaknesses;
- Determine the opportunities that are available to the organisation and how it might best take advantage of it;
- Analyse the threats that the organisation faces and how they might be circumvented;
- Conduct an effective SWOT analysis, taking account of the political, economic, social, and technological factors into account;
- Analyse their organisation using PEST, PESTEL and LONGPEST factors into account.

### Course Contents, Concepts and Issues

- Organisational Internal Analysis;
- Organisational Strengths and Weaknesses Analysis;
- Organisational External Analysis: Opportunities and Threats Analysis;
- Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis;
- External Global Analysis; Local, National, Global Analyses of PEST Factors or LONGPEST Analysis;
- Political, Economic, Social, Technological, European, Legal Analysis or PESTEL Analysis.

## Module 5 Information Management: Data Gathering and Analysis for Effective Project Management

### Course Objectives

By the conclusion of the specified learning and development activities, delegates will be able to:

- Design a research project, taking account of important issues;
- Choose sources of information appropriate for the type of research being conducted;
- Assess the value of secondary sources of information as a prelude to the conduct of primary research;
- Choose the methodology that best suits the type of investigation being conducted & appropriate to the research objectives;
- Choose the most appropriate data elicitation techniques, in relation to the sampling frame, sampling unit, sample size & time span, among other factors;
- Advise others of the situations in which participant observation, conversation analysis, documentary analysis, focus groups, interviews & questionnaires, respectively, are appropriate;
- Design interviews & questionnaires that will elicit information appropriate to the research objectives;
- Design structured & unstructured questions, determining the conditions under which they should be used;
- Design questionnaires & interview schedules, with a mixture of open-ended & closed-ended questions, avoiding forced-choice in the latter;
- Employ appropriate data analysis techniques, based on the type & volume of data available;
- Use SPSS and, or, Excel software packages in analysing data;
- Identifying 'trends' & 'patterns' in information, in an effort to arrive at conclusions;

- Produce effective reports, adhering to conventional styles, presenting evidence from the data, & exploiting visual representations;
- Make research proposals, taking pertinent factors into account;
- Manage research projects, from inception to reporting;
- Identify appropriate roles in research project management & produce realistic costing;
- Design a research project that incorporates a high ethical standard;
- Information Management for Effective Job Planning.

### Course Contents, Concepts and Issues

- Methods of Data Gathering;
- Questionnaire, Interview and Scalar Checklist Design;
- Information Gathering: Documentary Analysis, Conversation Analysis and Interviewing;
- Levels of Participant Observation;
- The Complete Participant As Observer: Making ‘Detached Observations’;
- Information Processing: Data Analysis and Interpretation;
- Encouraging Lateral Thinking: Brainstorming, Forced Associations, Metaphors, Analogies.



**Module 6**  
**Project Totality: A Systems View of Project Management**

**Course Objectives**

By the conclusion of the specified learning and development activities, delegates will be able to:

- Determine and develop a project life cycle;
- Determine the activities and problems associated with each stage of the project life cycle;
- Be able to conduct an effective cost benefit analysis;
- Determine the cost effectiveness of a project or a stage in its life cycle;
- Demonstrate an understanding of the system's approach to project management;
- View project management in a holistic manner;
- Draw on the concept of 'equifinality' in managing the different project stages;
- Establish an effective planning mechanism that will facilitate effective project implementation;
- Will determine the most effective control mechanism to employ in project management;
- Solicit evaluate and communicate information effectively for the enhancement of project decision making;
- Be aware of the five bases of coordination and determine which is appropriate for a particular situation;
- Determine the factors, which contribute to workers' resistance to change;
- Suggest the efforts, which an organisation might employ to reduce workers' resistance to change;
- Demonstrate their awareness of change management and human resource implications;
- Distinguish between change strategies and approaches to change;
- Illustrate the advantages and disadvantages of each strategy;

- Manage latent and manifest resistance to change;
- Determine the situations when a particular approach might be appropriate;
- Determine the most effective ways of communicating change decisions to workers;
- Illustrate the advantages and drawbacks of group involvement in decisions related to change;
- Design measures, which will ensure change institutionalisation;
- Demonstrate leadership in the implementation of change, whilst avoiding whilst avoiding Human and Organisational Casualties.

## Course Contents, Concepts and Issues

### Project Life Cycle

- Planning – conceptualisation, analysis, proposal, justification, agreement;
- Doing – start-up, execution, completion, hand over;
- Checking – review;
- Acting – feedback;
- Development of a Project Life Cycle, Project Brief and Proposal;
- The Management of Change;
- The Systems Approach to Project Management;
- The Requirements of Successful Project Management;
- Balancing Costs and Benefits;
- Managing the Planning Process;
- Critical Incident Analysis;
- Project Control Mechanism;
- The Value Chain: Adding Value To Processes, Products and Processes;
- Project Decision-making;
- Project Coordination: The 5 Bases of Co-ordination;
- Developing a CATWOE Focus of project management.

## Module 7 Project Budget and Costing

### Course Contents, Concepts and Issues

- Project Scope and Budget;
- Elements of the Project Budget;
- Prevalent Budgeting Techniques;
- Contingency Amount;
- Cost Control;
- Defining Project Scope;
- Parameters and Parameter Cost;
- The Capitalized Income Approach to Project Budgeting (CIAPB);
- CIAPB Objectives;
- Measuring Property Value;
- The Meaning of Capitalization;
- The Capitalization process;
- The Need For Cost Control.

## Module 8 Motivating Workers in a Project Setting

### Course Objectives

By the conclusion of the specified learning and development activities, delegates will be able to:

- Demonstrate an understanding of the concept of motives and their value in organisational and subsystem effectiveness;
- Distinguish between the different sets of motivation theories, notably content, process and reinforcement;

- Demonstrate their ability to translate motivation theory into practice;
- Evaluate the appropriateness of the application of particular theoretical aspects of motivation to specific situations;
- Demonstrate their ability to formulate a comprehensive motivation strategy;
- Critically appraise existing motivation strategy within their organisations, identifying and addressing gaps;
- Formulate a workable motivation strategy;
- Follows the common trends in the popular motivation theories;
- Demonstrate their appreciation of the need for a variance in intrinsic and extrinsic values if motivation;
- Demonstrate how popular motivation theories have contributed to our understanding of worker behaviour;
- Locate performance related pay, productivity bonuses and other remuneration inducement within existing motivation theory;
- Illustrate how the contingency approach to motivation might be applied to different situations;
- Indicate the part that training and development play in worker motivation;
- Manage the process of motivation, taking account of socio cultural and economic differences;
- Manage the motivation process, taking account of the differences in preferences and expectation of workers;
- Apply the ‘equity’ theory to work situation from a ‘differentiation perspective’, rather than and equality perspective’.

### Course Contents, Concepts and Issues

- Directing or Leading;
- The Concept of Motivation;
- Theories of Motivation;
- Content Theories & Some of Their Contributors;
- Maslow’s Hierarchy of Needs;
- Analysis of Maslow’s Claims;



- McClelland's Studies;
- Taylor: Money & Motivation;
- Motivator-Hygiene Factor: Herzberg's Contribution;
- Process Theories;
- Equity Theory;
- Goal-Setting Theory;
- Expectancy Theory;
- Equitable Reward Systems;
- Reinforcement Theories;
- Reinforcement Theory;
- Motivation & Contingency Theory;
- Designing An Effective Motivation Strategy;
- The collectivist Vs the individualist perspective of motivation;
- Common trends in Motivation theories;
- Intrinsic and extrinsic values of motivation;
- Motivation and worker behaviour;
- The extent to which salary or wages inducement motivate workers;
- Performance Related Pay (PRP);
- Productivity Bonuses;
- Efficiency Gains;
- Profit Share;
- The contingency approach to motivation;
- Social differentiation in motivation;
- Culture differentiation in motivation;
- Wealth as a factor in motivation;
- Class as an issue in Motivation;
- Individual expectation and motivation;
- Individual preferences as a motivating factor.

## Module 9 Organisational Design: Structuring and Restructuring Organisations

### Course Objectives

By the conclusion of the specified learning and development activities, delegates will be able to:

- ✓ Have an awareness of the fundamental issues associated with organisational design and their implications for effective organisational functioning;
- ✓ Demonstrate their ability to design an appropriate organisational structure that takes account of contingent internal and external environmental factors.
- ✓ Demonstrate their appreciation and understanding of how organisations, and particularly managers, might control, modify or re-engineer their work environment through a study of management/leadership styles, control systems, organisational development and learning.

### Course Contents, Concepts and Issues

- An introduction to organisational design;
- Approaches to organisational design - classical, neo-classical and contingency approaches;
- Organisational structure: internal and external relationships.
- Vertical and horizontal relationships;
- Lines of authority and accountability;
- The functional structure;
- The divisional structure and its internal relationships;
- Basis of divisionalisation;
- The divisional structure compared with the functional structure on the basis of communication, co-ordination, autonomy, control and flexibility;
- The organisation of the matrix structure;

- Decision-making and communication patterns in functional, divisional and matrix structures compared.

## Module 10 Project Time Management

### Course Objectives

By the conclusion of the specified learning and development activities, delegates will be able to:

- Determine how efficient time management increases work effectiveness and productivity;
- Develop a personal approach in using your time in the most productive way;
- Implement techniques for minimising disruptions;
- Understand the underlying principles of “time” in an organisational wide context;
- Appreciate the importance of time management;
- Know the difference between being “busy” and “productive”;
- Identify time wasters and adopt strategies for eliminating them;
- Make use of the different time management tools to increase their work effectiveness and productivity;
- Develop ways to maximise their personal effectiveness;
- Understand the difference between important and urgent activities/works;
- Learn how to diffuse the impact of others;
- Adopt appropriate strategies for dealing with interruptions;
- Learn how to handle interruptions constructively;
- Learn how assert themselves politely and calmly;
- Know how to refuse unreasonable requests in the proper manner;
- Specify and explain the four D’s in time management;
- Use effective delegation techniques at the workplace;
- Decide which items can be delegated;
- Adopt effective delegation techniques;

- Know how to properly delegate task;
- Relate the concept of Maslow's Hierarchy of Needs with effective time management;
- Explain the pickle jar theory;
- Apply the Pareto Principle (80/20 rule) to time management issues;
- Explain the concept of Eisenhower method;
- Discuss POSEC Method in relation to time management;
- Recognise the variety of causes of procrastination and apply relevant techniques to overcome them;
- Identify time bandits and devise strategies for dealing with them;
- Understand the concept of multitasking;
- Suggest ways to manage multiple tasks;
- Meet tight deadlines with time to spare;
- Beat work related stress;
- Gain a balance between professional goals and personal time;
- Devise ways to avoiding time crunches;
- Formulate strategies in handling unexpected job emergencies;
- Enumerate the benefits of effective time management;
- Specify the effects of poor time management;
- Ascertain their respective goals/objectives;
- Realise the importance of goals;
- Develop useful techniques for setting and achieving goals;
- Determine how goal setting can lead to proper time management;
- Set realistic goals through SMART method;
- Identify their professional goals and personal time;
- Name the different planning tools;
- Devise their personal planner;
- Develop your own individualized plan of action.to maximise their use of time;
- Use practical techniques for organising work;
- Handle e-mails, task and calendar systematically;
- Manage information flow and retrieval process;
- Deal with information overload;
- Devise an organized and systematic schedule and handle it properly;



- Develop their personal “To-Do List.”;
- Explain the concept of batching technique and its relationship to time management;
- Learn how to utilize their gap times;
- Manage projects in a systematic way;
- Adopt an effective follow-up system in the workplace;
- Develop and maintain a good time management habit;
- Plan to make the best use of the time available through the art of effective scheduling;
- Learn the step-by-step process in making effective schedule;
- Understand the underlying concept of the prioritisation grid;
- Prioritise ‘urgent’ and ‘important’ activities;
- Explain the time management matrix;
- Develop their personal ABC123 prioritised planning;
- Learn how to prioritise using decision matrices;
- Learn how to maintain their responsibility;
- Know how most managers apportioned their time;
- Enumerate the different time management tips for managers;
- Manage resources more efficiently;
- Conduct an efficient workload analysis;
- Learn how to manage their workloads more effectively;
- Ascertain how to work with disorganised colleagues;
- Specify and explain the four D’s in time management;
- Use effective delegation techniques at the workplace;
- Decide which items can be delegated;
- Adopt effective delegation techniques;
- Know how to properly delegate task;
- Create an effective agenda that will keep the meeting on the track;
- Realise the importance of agenda;
- Specify the steps for running productive and effective meeting;
- Distinguish groupthink from team think;
- Reduce time spent in meetings yet contribute more effectively;
- Identify the different meeting menaces and learn how to deal with them;

- Ascertain the possible causes and effects of meeting mismanagement;
- Solve problems through the trading game scenario.

### Course Contents, Concepts and Issues

- Principles of Time Management;
- Time Management Defined;
- Time in an Organisational Wide Context: Acting in Time;
- The Cost of Time;
- Time Management Tools;
- Maximising Personal Effectiveness;
- Busy vs. Productive;
- Time Wasters/Time Robbers/Time Stealers/Time Bandits;
- Managing Time Wasters/Time Robbers/Time Stealers/Time Bandits;
- Combating Procrastination;
- Diffusing the Impact of Others;
- Handling Interruptions Constructively;
- Asserting Yourself Politely and Calmly;
- Conquering Overcommitment ( Learn to say, “No”);
- Contextualising Time Management;
- The Four D’s of Time Management;
- Do;
- Delegate;
- Tasks Which Should Be Delegated;
- Effective Delegation Techniques;
- How to Delegate;
- Dump;
- Defer;
- Managing Multiple Task and Deadlines;
- Combating Work Related Stress;
- Balancing Personal and Professional Life;
- Avoiding Time Crunches;

- Handling Unexpected Job Emergencies;
- Human Multitasking;
- Benefits of Effective Time Management;
- Effects of Poor Time Management;
- Time Management Theories;
- Maslow's Hierarchy of Needs;
- The Pickle Jar Theory;
- Pareto Principle or 80/20 Rule;
- Eisenhower Method;
- POSEC Method;
- Setting Goals and Objectives;
- What You Want to Achieve;
- Importance of Goal;
- Setting Realistic Goals Through SMART Method;
- Techniques for Setting and Achieving Goals;
- Planning;
- Management and Planning Tools;
- Using a Planner;
- Developing Action Plan;
- Getting Organised;
- Organising Your Workspace, Files and Folders;
- E-mail, Task and Calendar Managing;
- Information Flow and Retrieval Process;
- Information Overload;
- Schedule Management;
- Scheduling to Create Work/Life Balance;
- Creating Dynamic "To-Do List";
- Reducing Mental Clutter;
- The Batching Technique;
- Utilise Time Gaps;
- Effective Follow-up System;
- Developing Time Management Habit;

- Scheduling;
- Effective Scheduling;
- Steps in Scheduling;
- Prioritising;
- The Prioritisation Grid;
- Important vs. Urgent;
- Time Management Matrix (Covey's Four Quadrant Matrix);
- To-Do List;
- ABC123 Prioritised Planning;
- Decision Matrix;
- Time Management and Manager;
- How Most Managers Apportioned Their Time;
- Time Management Tips for Managers;
- Effective Resource Management;
- Workload Analysis;
- Managing Workload;
- Managing Disorganised Staffs;
- Meeting Management;
- Creating an Effective Agenda;
- Importance of Agenda;
- Steps For Productive and Effective Meeting;
- Groupthink;
- Team think;
- Reducing Time Spent on Meeting;
- Meeting Menaces;
- The Waffler;
- The Turf Warrior;
- The Assassin;
- The Dominator;
- The Interrupter;
- Meeting Mismanagement;
- Trading Game Scenario.



## Module 11 The Place of Value Engineering in Advanced Project Management

### Course Contents, Concepts and Issues

- What is Value Engineering?;
- Value Engineering History;
- 5 Precepts of Value Engineering;
- Addressing the Problems Through Value Engineering;
- Benefits of Value Engineering;
- The Reasons for Unnecessary Costs;
- When to Apply Value Engineering;
- How is Value Engineering Done?;
- Concept of Value;
- VE Methodology and Techniques;
- Variations in Cost;
- Interface with Other Programs;
- Demonstrated Impact of Value Engineering (VE).

## Synopsis of Diploma – Postgraduate, Postgraduate Diploma and Postgraduate Degree Regulation

### Postgraduate Diploma and Diploma – Postgraduate: Their Distinction and Assessment Requirement

Delegates studying courses of 5-9 days duration, equivalent to 30-54 Credit Hours (direct lecturer contact), will, on successful assessment, lead to the Diploma – Postgraduate. This represents a single credit at Postgraduate Level. While 6-day and 7-day courses also lead to a Diploma – Postgraduate, they accumulate 36 and 42 Credit Hours, respectively. Delegates and students who fail to gain the required level of pass, at Postgraduate Level will receive a Certificate of Attendance and Participation. The Certificate of Attendance and Participation will not count, for cumulative purpose, towards the Postgraduate Diploma.

Courses carry varying credit values; some being double credit, triple credit, quad credit and 5-credit, etc. These, therefore, accumulate to a Postgraduate Diploma. As is explained, later, in this document, a Postgraduate Diploma is awarded to students and delegates who have achieved the minimum of 360 Credit Hours, within the required level of attainment.

Credit Value and Credit Hours examples of Diploma – Postgraduate Courses are as follows:

Credit Value	Credit Hours
Single-Credit	30-36
Double-Credit	60-72
Triple-Credit	90-108
Quad-Credit	120-144
10-Credit (X36 Credit-Hours) to 12- Credit (X30 Credit-Hours)	360

Other Credit Values are calculated proportionately.

Because of the intensive nature of our courses and programmes, assessment will largely be in-course, adopting differing formats. These assessment formats include, but not limited to, in-class tests, assignments, end of course examinations. Based on these assessments, successful candidates will receive the Diploma – Postgraduate, or Postgraduate Diploma, as appropriate.

In the case of Diploma – Postgraduate, a minimum of 70% overall pass is expected. In order to receive the Award of Postgraduate Diploma, candidate must have accumulated at least the required minimum 'credit-hours', with a pass (of 70% and above) in at least 70% of the courses taken.

Delegates and students who fail to achieve the requirement for Postgraduate Diploma, or Diploma - Postgraduate - will be given support for 2 re-submissions for each course. Those delegates who fail to achieve the assessment requirement for the Postgraduate Diploma or Diploma - Postgraduate - on 2 resubmissions, or those who elect not to receive them, will be awarded the Certificate of Attendance and Participation.

### **Diploma – Postgraduate, Postgraduate Diploma and Postgraduate Degree Application Requirements**

Applicants for Diploma – Postgraduate, Postgraduate Diploma and Postgraduate Degrees are required to submit the following documents:

- Completed Postgraduate Application Form, including a passport sized picture affixed to the form;
- A copy of Issue and Photo (bio data) page of the applicant's current valid passport or copy of his or her Photo-embedded National Identity Card;
- Copies of credentials mentioned in the application form.

## Admission and Enrolment Procedure

- On receipt of all the above documents we will make an assessment of the applicants' suitability for the Programme for which they have applied;
- If they are accepted on their Programme of choice, they will be notified accordingly and sent Admission Letters and Invoices;
- One week after the receipt of an applicant's payment or official payment notification, the relevant Programme Tutor will contact him or her, by e-mail or telephone, welcoming him or her to HRODC Postgraduate Training Institute;
- Non-European Students will be sent immigration documentation, incorporating a Visa Support Letter. This letter will bear the applicant's photograph and passport details;
- Applicants will be notified of the dates, location and venue of enrolment and orientation;
- Non-UK students will be sent general information about 'student life' in the UK and Accommodation details.

## Modes of Study for Postgraduate Diploma Courses

There are three delivery formats for Postgraduate Diploma Courses, as follows:

1. Intensive Full-time Mode (3 months);
2. Full-time Mode (6 month);
3. Video-Enhanced On-Line Mode.

Whichever study mode is selected, the aggregate of 360 Credit Hours must be achieved.



## Cumulative Postgraduate Diploma Courses

All short courses can accumulate to the required number of hours, for the Postgraduate Diploma, over a six-year period from the first registration and applies to both general and specialist groupings. In this regard, it is important to note that short courses vary in length, the minimum being 5 days (Diploma – Postgraduate) – equivalent to 30 Credit Hours, representing one credit. Twelve 5-day short courses, representing twelve credits or the equivalent of 360 Credit Hours are, therefore, required for the Award of Postgraduate Diploma.

A six-day course (Diploma – Postgraduate) is, therefore, equivalent to 36 hours Credit Hours, representing one credit. Therefore, ten short courses, of this duration, equates to the required 360 Credit Hours, qualifying for the Award of Postgraduate Diploma. While double-credit courses last between ten and fourteen days, triple-credit courses range from fifteen to nineteen days. Similarly, quad-credit courses are from sixteen to nineteen days. On this basis, the definitive calculation on the Award requirement is based on the number of hours studied (aggregate credit-value), rather than merely the number of credits achieved. This approach is particularly useful when a student or delegate studies a mixture of courses of different credit-values.

For those delegates choosing the accumulative route, it is advisable that at least two credits be attempted per year. This will ensure that the required number of credit hours for the Postgraduate diploma is achieved within the six-year time frame.

## Progression to Postgraduate Degree – MA, MBA, MSc

- On the successful completion of the *Postgraduate Diploma*, students may register for the Masters Degree, after their successful completion of Course #7: *Research Project: Design, Conduct & Report*.

- The students’ Degree Registration Category will be dictated by the courses or modules studied at Postgraduate Diploma Level. The categories relate to Master of Business Administration (MBA); Master of Arts (MA) Master of Science (MSc); Executive Master of Business Administration (Executive MBA).

### Specialism and Degree Award Titles

The title of the degree will be indicative of the specialism studied or its generalist nature, as exemplified below:

- Master of Science - Advanced Oil and Gas Accounting: International Petroleum Accounting (MSc Advanced Oil and Gas Accounting: International Petroleum Accounting);
- Master of Science - Accounting and Finance (MSc Accounting and Finance);
- Master of Science - Real Estate Management (MSc Real Estate Management);
- Master of Science - Tourism and International Relations (MSc Tourism and International Relations);
- Master of Science – Human Resource Training and Development Management (MSc HR Training and Development Management);
- Master of Business Administration (MBA);
- Executive Master of Business Administration (Executive MBA);
- Master of Business Administration – Finance (MBA Finance);
- Master of Business Administration – Accounting (MBA Accounting);
- Master of Arts - Human Resource Management (MA Human Resource Management);
- Master of Arts - Information and Communication Management (MA Information and Communication Management).

## Dissertation: Topics, Supervision and Examination

- The knowledge and skills gained from the research methods course will enable students to formulate their research proposal.
- With the guidance of their research methods tutor, they will submit a Synopsis or Research Proposal
- On the approval of their synopsis, their Masters Degree Registration will be formalised and they will, in earnest, begin their dissertation research.
- Students' choice of Dissertation area and topic must closely reflect their specialism and expected Award Title;
- The Postgraduate Degree Award Board, which will convene twice during each Academic Year, will determine whether the rules have been complied with, in this regard, and will, where necessary, change a registered Award Title, to reflect the reality of a programme choice;
- The length of the Dissertation will be between 15,000 and 20,000 words. Higher or lower limits will be accepted through special dispensation only, tabled through their Dissertation Supervisors;
- Students will each be assigned one Main Dissertation Supervisor, for formal tuition, and a Dissertation Mentor, who will provide them with informal advice, in conjunction with their Main Dissertation Supervisor;
- Each Dissertation Mentor will also mediate the relationship between the Student and his or her Dissertation Supervisor;
- Students' Viva Voce, or Oral, Examination will be conducted within 3 months of the submission of their Dissertation;
- The Dissertation Examination will be conducted by an External and an Internal Examiner;
- The External Examiner will be drawn from a recognized University and will be an Academic in the Discipline being examined, who is not otherwise associated with HRODC Postgraduate Training Institute;

- The Internal Supervisor will be an HRODC Postgraduate Training Institute's tutor, who is neither the Students' main Dissertation Supervisor or their Dissertation Mentor;
- The submission date of a Masters Dissertation is expected to be within 12 calendar months of a candidate's initial registration for the Degree but can be extended, on application, to a period not exceeding 24 months;
- In the event that Students are not successful on their first attempt, they will be given the opportunity to make minor amendments to, or revise, their Dissertation, with the guidance of their Dissertation Supervisors.
- The maximum total submission and resubmission period should not exceed 36 calendar months from the date of first registration for a particular Masters Degree;
- Additional details and general aspects of these regulations are contained in the document: *Masters Degree - Dissertation Guidelines*.

## Terms and Conditions

HRODC Policy Terms and Conditions are Available for viewing at:

<http://www.hrodc.com/COSTS.htm>

Or Downloaded, at:

[http://www.hrodc.com/Brochure\\_Download\\_Centre.Company\\_Brochures\\_Seminar\\_Brochures\\_Seminar\\_Schedule.htm](http://www.hrodc.com/Brochure_Download_Centre.Company_Brochures_Seminar_Brochures_Seminar_Schedule.htm)

The submission of our application form or otherwise registration by of the submission of a course booking form or e-mail booking request is an attestation of the candidate's subscription to our Policy Terms and Conditions, which are legally binding.

**Prof. Dr. R. B. Crawford - Director HRODC Postgraduate Training Institute**